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that few, even of those most interested in the Educational exhibit, read it at Chicago. The translator has done grand service in giving so admirable a work to a larger public. If one dared be critical of the translation, the worst that could be said is that it is so well done. In describing the German Universities, Professor Paulsen dwells on their general character and on their historical development. The inseparable connection that exists in Germany between the Universities and the social and even political life of the country is splendidly brought out. The special characteristic of the German University professor, that he must be and is a scientific investigator, is made clear, especially by comparison with English Universities. "In Oxford and Cambridge there are admirable scholars, yet no one would call the English Universities the representation of the scientific work of the nation. In Germany, on the contrary, the presumption is justified that all University teachers are scientific investigators, that all who are, strictly speaking, scholars, are University professors. When, in Germany, we speak of a great scholar, the question soon follows: At what University is he?" The merits of the German lecture system were never more admirably presented than by Professor Paulsen. His work is admirable, written in the true German way, quiet, philosophical, withal most interesting, and in the field invaluable and indispensable. The introduction by Dr. Butler contains a clear and incisive statement of the ideal of an American University, and makes by no means the least interesting and valuable part of the book.

*C. H. Thurber*

*The Evolution of the Massachusetts Public School System*, by  
GEORGE H. MARTIN, D. Appleton & Co. New York.  
(International Education Series.)

It is a patent of nobility for a pedagogical work to be admitted to the International Education Series, which, under the wise editorship of Dr. Commissioner Harris, has maintained so marvellously high a standard. Any reasonably good book on the school system of Massachusetts would be entitled to a choice place in a library on education, for no matter how highly we may think of the schools of our own State—*nous autres* who are not so fortunate to belong to the Bay State—we still have profound respect for the schools of the Puritans. Educational history in Massachusetts goes back further than

in any other State, and, we may as well add, between ourselves, and not for publication,—that it goes forward further, too. Not belonging to Massachusetts, we might say that with regret, but the truth must now and then be told and, after all, Massachusetts belongs to the whole country in a peculiar way, and the influence of Massachusetts on other commonwealths in school matters has been very great, comparable indeed to the influence of Prussia among the States that compose the German Empire. The salient points in the history are clearly presented in the editor's preface by Dr. Harris. He states that the total amount of school education that each inhabitant of Massachusetts is receiving on an average, is nearly seven years of three hundred days each, while the average schooling given each citizen in the whole nation is only four and three-tenths of such years, while her citizens get nearly twice the national average amount of education, her wealth-producing power as compared with other states stands almost in the same ratio, namely (in 1885), at seventy-three cents per day for each man, woman, and child, while the average for the whole nation was only forty cents.

Mr. Martin gives the following steps in the progress of Massachusetts' education: (1) Compulsory teaching; (2) compulsory schools; (3) compulsory certificating of teachers; (4) compulsory supervision; (5) compulsory school attendance. A most interesting part of the volume is devoted to the life and work of Horace Mann, truly one of the Great Educators, and one whose high ideal, noble sacrifice, and lasting achievements cannot be too well known to American teachers. The work is interestingly written and deserves well of the reading public.

C. H. T.

*Studies in the Evolution of English Criticism.* By LAURA JOHNSON WYLIE. Ginn & Co., Boston. pp. 212. Price \$1.10.

This is an important contribution to a subject which has been too much neglected in the past. These studies bear on the surface many evidences of wide reading and careful thinking. It is also particularly worthy of note that the reading of the author has been widely extended, not only in English literature, its highways and bypaths, but also in French and German literature, without which it is impossible to understand, in any but a superficial way, the history and development of the literature of England. For these and other reasons, it seems to me